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ABSTRACT

Presented is the 1975-76 project report containing descriptions and evaluations of the five accomplished goals of the Preschool Instruction for the Exceptional (PIE) program which provided services for 13 New Jersey students (3 - 5 years old). The first objective, identification and diagnosis of preschool handicapped children, is described in terms of population served, intake process and procedure, and the number and description of the 18 children referred. Discussed next is objective 2, the development of a multidisciplinary team and the creation of a learning environment for each child. The evaluation of the development and implementation of personalized programs and prescriptive teaching (objective 3), is described in four graphs including a model for personalized learning and a year end child progress evaluation summary sheet. Explained next is the involvement of parents of handicapped children in their child's personalized learning program (objective 4). Noted are activities taken to implement the fifth objective, community outreach to facilitate mainstreaming of the children. A major portion of the document comprises five appendixes including newspaper articles about the program, a sample of personalized learning program objectives, and a sample of the PIE Newsletter. (PT)

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F O R T H E

E X C E P T I O N A L

Northern Valley, Bergen County
New Jersey

P R O J E C T R E P O R T

1 9 7 5 - 7 6

Administrative Offices
Closter Plaza, Closter, New Jersey 07624

EC091842

PRESCHOOL INSTRUCTION FOR THE EXCEPTIONAL
(PIE)

PROJECT REPORT: 1975-76

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GENERAL INFORMATION
PRESCHOOL INSTRUCTION FOR THE EXCEPTIONAL

Sponsored by:
Northern Valley Administrators Association and
Bergen County Region III Special Education Council

Funds administered by local educational agency:
Northern Valley Regional High School District

Funds granted by:
Branch of Special Education and Pupil Personnel
Services, Division of Curriculum and Instruction
Department of Education, Trenton, New Jersey

Source of Funds:
Title VI.B.: Education of Handicapped Act
U. S. Office of Education
Department of Health, Education and Welfare
Washington, D. C.

Serving communities of:
Alpine, Closter, Cresskill, Demarest, Harrington Park
Haworth, Northvale, Norwood and Old Tappan

Chief School Administrators of Participating Districts:

Dr. John Gardiner	Alpine
Mr. William Hanley	Closter
Dr. Robert Scott	Cresskill
Dr. Seymour Weiss	Demarest
Mr. William Maier	Harrington Park
Mr. Robert Lewis	Haworth
Mr. John Howarth	Northern Valley Regional High School District
Dr. Joseph Cornell	Northvale
Mr. Frank Pallante	Norwood
Mr. Raymond Albano	Old Tappan

CHILDREN SERVED BY PIE TO DATE

	Total No. Referred	Total No. Tested	No. Referred On	By Towns No. Accepted
Alpine	0	0		
Closter	4	3	1	2
Cresskill	2	2*		2
Demarest	3	3*	1	2
Harrington Park	7	7	1	6 **
Haworth	1	1		1
Northvale	7	3+		3
Norwood	2	1		1
Old Tappan	5	3		2

TOTAL 1974/1976 - 31

* Two were not totally screened as there was enough material e.g. one had been evaluated by Demarest and one came to us from Building I, Bergen Pines.

** One was accepted, parents placed child in a private nursery program.

\+ Two Northvale children were referred early in program but withdrawn before they were evaluated and two are in process now.

PIE ADVISORY GROUP 1975-76

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Dr. Edward A. Ciccoricco, Director of Curriculum and Instruction, Northern Valley Schools; PIE Project Director

Mrs. Joanne Coté, Member of Norwood School Board; Joint Committee of School Boards, Northern Valley Schools

Mr. Jeffrey Feifer, Principal, Tenakill School, Closter; Principals Advisory Group. Northern Valley Schools

Mr. John Howarth, Superintendent, Northern Valley Regional High School District; Legal Educational Agency

Mr. Robert Lewis, Superintendent, Haworth School District; President, Bergen County Region III Special Education Council

Mrs. Mitzi McEvoy, Teacher (3rd grade), Norwood School District; Member of Instructional Council, Northern Valley Schools

Mr. Leonard Margolis, Coordinator of Special Education, Region III Bergen County; PIE Project Director

Mrs. Ellen Stein, Community Representative

Mrs. Roberta Steinman, Head Teacher, PIE Project

Three parents of children enrolled in program.

PIE STAFF MEMBERS

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Project Director and Coordinator of Special Education Region III, Bergen County, New Jersey

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Mrs. Roberta Steinman, B.A.	Head Teacher
Mrs. June Kirby, B.S.	Assistant Teacher
Mrs. Carmel Alia	Assistant Teacher
Mrs. Jane Heal, B.A., M.A.	Assistant Teacher (9/2/75 - 10/3/75)
Mrs. Elsie Nigohosian	Assistant Teacher (10/3/75 - 5/28/76)
Mrs. Rosemarie Bence, B.A., M.S.W.	Social Worker
Mrs. Victoria deBary, B.A., M.A.	Psychologist Consultant
Mrs. Suzanne Haviv, B.A., M.S.	Speech Therapist and Language Consultant

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PRESCHOOL INSTRUCTION FOR THE EXCEPTIONAL (PIE)

PROJECT REPORT
1975-76

INTRODUCTION

At the present time, New Jersey state laws do not mandate public school programs for the handicapped prior to age five. It has been demonstrated that early intervention through preschool programs helps the handicapped child to function more effectively and helps parents to understand their child's special needs.

> "Research studies have consistently underscored this basic proposition: That handicapped children can make exceptional gains if their handicaps are identified and diagnosed as early as feasible, and if they thereupon begin to receive educational services attuned to their special needs. The intention of such identification is by no means to categorize or label these youngsters, thus inhibiting their access to 'normal' children. It is rather to get a head start on enabling them to enter regular classrooms and ultimately to attain self-sufficiency. ("Aid for Education of the Handicapped," American Education, July 1974, p.30)

Handicapped, three to five year old children are much like their typical counterparts. The nursery school program developed in this project, provides a cohesive group learning environment for all the children, and at the same time, allows for personalized learning so necessary for each child.

Early identification and diagnosis of special needs is the initial major thrust of the project. Parent, school, and community involvement insure the continued growth of the child.

To develop an effective model program, the following objectives were set and attained:

1. Identification and diagnosis of preschool handicapped children, ages 3-5
2. Development of a multi-disciplinary team and creation of a learning environment for each child.
3. Development and implementation of personalized programs for prescriptive teaching.
4. Involvement of parents of handicapped children in their child's Personalized Learning Program.

5. Implementation of community outreach to facilitate mainstreaming of children.

This report describes and evaluates how these objectives were met.

OBJECTIVE 1:
IDENTIFICATION AND DIAGNOSIS OF PRESCHOOL HANDICAPPED CHILDREN, AGES 3-5

I. Population Served

This project is directed to the moderately to severely handicapped preschool children who comprise approximately 1% to 3% of the total population. Using this percentage the target population for the Northern Valley Region would be fifteen to forty-five three to five year olds.

II. Intake Process

A. Initial Outreach - finding the target population

The description of the project and the intake process were communicated in the following ways.

1. Brochure

2. Dissemination of 1974-75 Report to school administrators and other concerned people.

3. Meetings - Project Directors and/or Head Teacher as speaker(s)

   (a) Superintendents' Associations (Northern Valley Administrators Association and Bergen County Region III Council for Special Education)
   (b) Principals' Association (Principals Advisory Group)
   (c) Child Study Team Chairpersons
   (d) Regional Teachers curriculum group (Instructional Council)
   (e) Regional school boards association (Joint Committee of Northern Valley School Boards)
   (f) Harrington Park Jr. Women's Club
   (g) Northern Valley Regional High School Board.

(h) Local PTA's (Harrington Park, Norwood, Northvale, Closter)
(i) Local Nursery School Directors and Staff
(j) N.J.A.E.Y.C. Exhibit, Bergen Mall
(k) Special Education Teachers' group
(l) New Look at Education Conference (Guest Speaker - Burton White)
(m) Inservice Workshop for Education Conference Teachers.

4. Newspaper articles (See Appendix A)

(a) Record
(b) Suburbanite
(c) Valley Star

5. Newsletters

(a) Schools

(1) Closter
(2) Northern Valley Regional High School District

(b) Borough of Harrington Park

B. Intake Procedure

1. Upon inquiry, the parents were invited to visit the program.
2. If the parents were interested in enrolling the child, an application was completed and releases signed.
3. The Social Worker held intake interview. The Northwestern University Parent Questionnaire for Preschool Children was too long and many questions were not always clear or well worded. PIE will develop its own parent questionnaire which will include questions relating to sleeping and eating patterns of the child.
4. Psychologist and Speech & Language Consultants administered standardized tests.
5. After all the requested reports on a child had been received, the parents and child were invited to the PIE classroom in the afternoon for a conference with the PIE Child Study Team.
6. The PIE Child Study Team made recommendation to Project Directors as to whether the child could best be served by the project or if a referral to another agency or program should be made.
7. The Social Worker and Head Teacher discussed the recommendation with the parents and a mutually agreeable decision was made.

EVALUATION OF INTAKE PROCEDURE

The process was too complex. The roles of each of the specialists were not clearly defined. As a result, specialists were not utilized as effectively as possible. There was no differentiation between initial screening to determine if the child should be admitted to the program and the more in-depth educational planning.

Recommendation for 1976/77 would be that a new intake procedure be established which would be co-ordinated by the Master Teacher as follows:

(1) Upon inquiry, an application will be mailed to parents, with request that it be completed and returned to Administrative Office.

(2) Completed application will be reviewed by Master Teacher.

(3) Master Teacher will invite parents and child to visit program.

(4) Social Worker will hold an intake interview.

(5) Psycho-educational Consultant will do screening procedures with parents and child.

(6) Master Teacher, in consultation with appropriate specialists, will recommend child's eligibility to Project Directors.

(7) If child is not eligible, Social Worker will inform parents and counsel as to alternatives.

(8) If child is eligible, in-depth diagnostic procedure by appropriate specialists will be initiated by Master Teacher in order to develop Personalized Learning Program.

Changes in this procedure will be made as deemed appropriate by personnel.

C. Number and Description of Referrals: Eighteen children were referred to the project.

1. Thirteen children were fully evaluated and accepted for preschool instruction. The children were classified according to federal guidelines as required.

Learning Disabled	6
Speech Impaired	4
Emotionally Disturbed	2
Crippled	1

2. Four children were fully evaluated and not accepted.

3. One child was evaluated near the end of the project year and it has been recommended that she be accepted for the 1976/77 school year.

EVALUATION OF NUMBER OF REFERRALS

More children can be accommodated in the identification service phase of the project.

The classroom experience of this year continues to indicate twelve children as a maximum number that can be effectively served under the supervision of one head teacher in the preschool instruction component of the project.

OBJECTIVE 2:
DEVELOPMENT OF A MULTI-DISCIPLINARY TEAM AND CREATION OF A LEARNING ENVIRONMENT FOR EACH CHILD

I. Staff Development

A. Case Conference Procedure

Team building continued through case conference procedure.

Two types of case conferences were held:

(a) Educational planning conference was held in the fall: In attendance: PIE Child Study Team and child's home district Child Study Team Chairperson.
Purpose: To develop Personalized Learning Plan for 1975/76, which included referral Summary, Team Conclusions, Educational Goals, and Objectives, Evaluative Criteria, Implementation.

(b) Year-end Evaluation Conference was held in the Spring. In attendance, PIE Child Study Team and child's home district Child Study Team Chairperson.
Purpose: To discuss child's progress and possible placement for 1976/77 school year.

EVALUATION OF CASE CONFERENCE PROCEDURE

This process was too cumbersome in that there was too diverse a group of personnel that did not allow for team building and dealing constructively with the agenda.

Recommendation for 1976/77: Instead of formal case conference procedure, four meetings be held as follows:

(a) Master Teacher and University Consultant will go over data and develop Personalized Learning Program.

(b) Master Teacher and classroom staff will then discuss strategies and methods of implementation and procedures for evaluation in order to meet previously developed Personalized Learning Program.

(c) Master Teacher, parents and relevant personnel will discuss Personalized Learning Program and share ways of further implementing program in the home.

(d) Master Teacher and relevant specialists will meet with child's home district personnel to review Personalized Learning Program and discuss recommendations for future placement.

B. Staff Inservice Training consisted of attendance at professional meetings, conferences and courses as follows:

1. A NEW LOOK AT EARLY EDUCATION (BURTON WHITE, Guest Lecturer), PIE PROJECT, Northvale (12/10/75)

2. CONFERENCE ON COGNITIVE PRESCHOOL CURRICULUM N. J. State Dept. of Ed., Montclair, N. J. (3/12/76 - 4/9/76)

3. LEARNING DISABILITIES IN THE MAINSTREAM WORKSHOP, State Univ. College, New Paltz, New York (3/19/76 - 3/20/76)

4. WORKSHOPS ON ASSESSMENT OF PRESCHOOL HANDICAPPED, State Dept. of Ed., Newark, New Jersey (2/24/76 - 3/2/76 - 3/9/76 - 3/16/76 - 3/23/76 - 4/6/76 - 4/27/76)

5. INTERACT WORKSHOP
N. J. State Dept. of Ed., et al (5/1/76)

6. RUTGER'S UNIVERSITY SYMPOSIUM
Rutger's Univ., New Brunswick, N. J.
3/22/76

7. STATEWIDE CONFERENCE ON STATE PROGRAMS FOR PRESCHOOL HANDICAPPED CHILDREN
N. J. State Dept. of Ed., (12/1/75)

8. N.J.A.E.Y.C. Meetings
Paramus, New Jersey

9. PARENT INVOLVEMENT ACTIVITIES AND RESEARCH COURSE, Wm. Paterson College, Wayne (Spring 1975)

10. KINDERGARTEN - TRENDS AND TECHNIQUES
Northern Valley Administrator's Association
(3/76)

11. PRESCHOOL CHILDREN WITH SPECIAL NEEDS
Early Childhood Education Conference
Wm. Paterson College, Wayne, (5/8/76)

EVALUATION OF IN-SERVICE TRAINING

1. Inservice training should be continued and media developed to demonstrate how Personalized Learning Model (see Appendix B) can be used in working with preschool children with special needs.

2. Media should be utilized as a base for mini-workshops with Child Study Team's educational specialists, administrators, teachers, parents, etc.

3. Experts in the area of preschool handicapped should be invited to speak to educators of the Northern Valley Region.

II. CREATION OF A LEARNING ENVIRONMENT FOR EACH CHILD

The learning environment, as organized in previous years, was furtherenriched through purchase of new materials or equipment, particularly video-tape equipment.

The PIE Nursery Program is located at St. Anthony's School, Northvale, N. J. Facility consists of two separate classrooms. The first room is used as a main classroom. It is divided into various learning centers: art, blocks, housekeeping, language arts, manipulatives, music. The second classroom serves as a gross motor activity area, staff meeting room, testing and individual work area. The specially selected materials and equipment are used to facilitate the children's growth in the various aspects of development. The basic program is enriched by outings to a swimming pool, county parks and zoo, restaurants and other places of interest.

EVALUATION OF LEARNING ENVIRONMENT

St. Anthony's school provides an adequate facility. The classroom environment should be maintained and enhanced, with new materials to be ordered as needed. There should be an increase in the usage of the video-tape equipment for diagnostic, prescriptive and evaluative use by staff; for parental viewing of classroom and language therapy sessions; for sharing of tapes with educational and medical consultants; for in-service training. Inservice staff training to facilitate more effective technical and educational use of equipment is recommended.

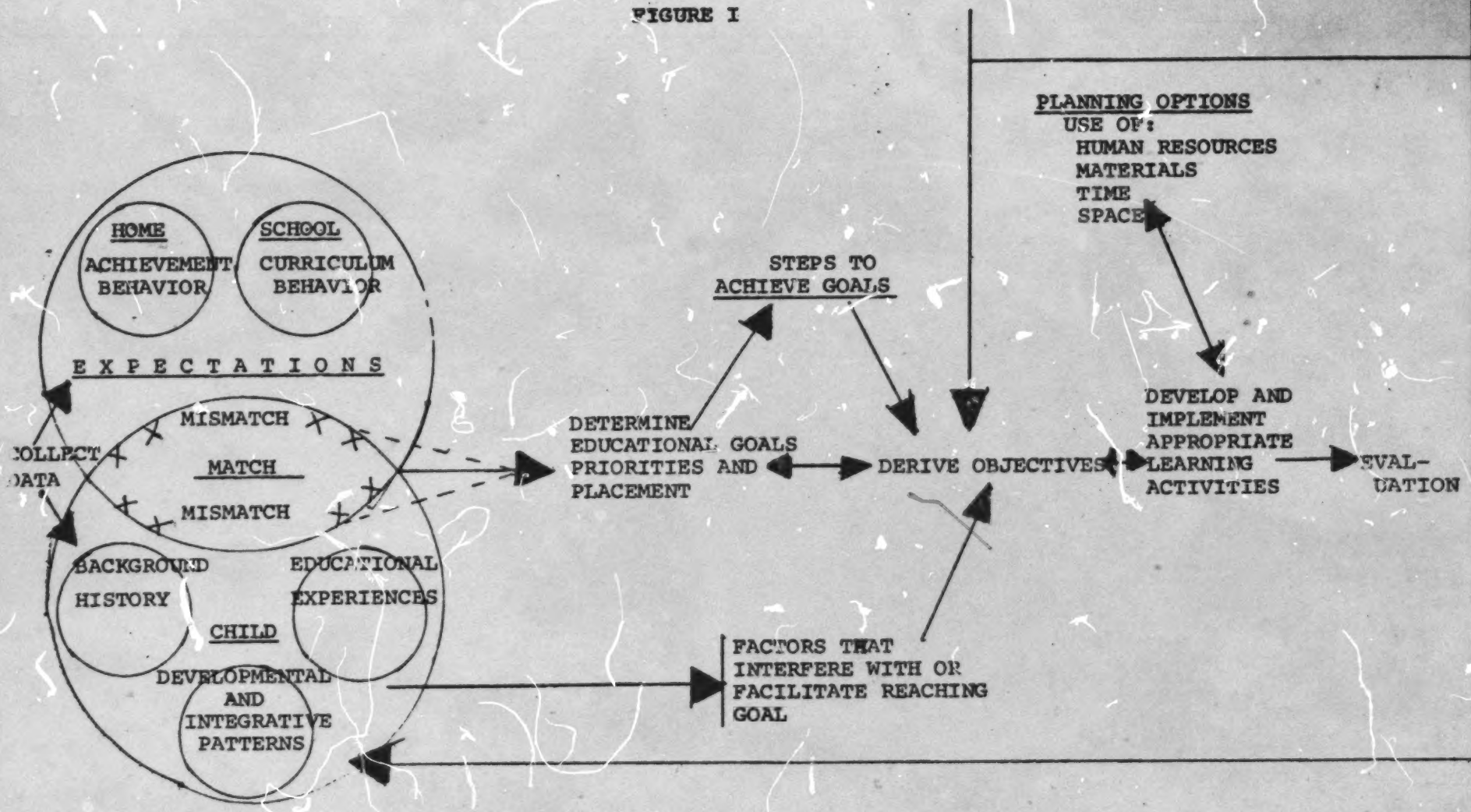
OBJECTIVE 3: DEVELOPMENT AND IMPLEMENTATION OF PERSONALIZED PROGRAMS FOR PRESCRIPTIVE TEACHING

The revised model for Personalized Learning, developed by Zeitlin & Nichols (see Figure I) continued to be used. 557 objectives were set as follows:

119 - Sensory-Motor-Perceptual Development
249 - Language, Communication, Cognition
189 - Social-Emotional Development

93% of objectives were met (See Figure II, which summarizes the total number of objectives for each child and how they were met.)

FIGURE I



MODEL FOR PERSONALIZED LEARNING

Lois Nichols
Shirley Zeitlin

FIGURE II

PIE
YEAR-END CHILD PROGRESS EVALUATION SUMMARY SHEET

Child	No. of Object.	+	±	-
I	52	49	3	
II	45	43	2	
III	53	45	8	
IV	48	48		
V	41	40	1	
VI	43	37	6	
VII	51	49	2	
VIII	55	54	1	
IX	41	34	7	
X	41	37	4	
XI	46	42	3	1
XII	41	39	2	
Total	557	517	39	1
		93%	7%	.1%

Key: + Objective met
± Objective partially met
- Objective not met
Method of Evaluation:
Informal testing or observation

FIGURE III

Figure III separates the objectives for each child into the three major areas of Sensory-Motor-Perceptual Development, Language-Communication-Cognition, and Social-Emotional Development.

Figure IV which follows summarizes the evaluation of the objectives. Of the 557 objectives for the twelve children who were assessed, 93% of the objectives were fully met, 7% were partially met and less than 1% were not met.

F I G U R E III

YEAR-END CHILD PROGRESS EVALUATION SUMMARY SHEET

Child	B.D.	**Class	Sex	Sens.-Motor-Percept.-Dev. # of Obj.	+	±	-	Lang.-Communication-Cog. # of Obj.	+	±	-	Social-Emotional # of Obj.	+	±	-
I	4/13/71	L.D.	M	9	9			24	22	2		19	18	1	
II	1/13/71	L.D.	M	10	10			22	21	1		13	12	1	
III	4/6/71	L.D.	F	9	9			26	21	5		18	15	3	
IV	8/14/72	L.D.	M	10	10			21	21			17	17		
V	12/15/69	L.D.	M	9	9			17	16	1		15	15		
VI	5/1/71	L.D.	M	9	9			21	18	3		13	10	3	
VII	1/7/70	E.D.	M	11	11			16	16			24	22	2	
VIII	10/17/70	L.D.	M	13	13			23	23			19	18	1	
IX	7/1[illegible]/71	S.I.	F	6	5	1		22	18	4		13	11	2	
X	1/31/71	E.D.	M	14	14			20	18	2		7	5	2	
XI	3/27/72	S.I.	M	7	5	1	1	22	22			17	15	2	
XII	12/25/70	C.	F	12	12			15	15			14	12	2	
TOTAL 557 Obj.				119	116	2	1	249	231	18		189	170	19	
% 100				21%	97%	2%	.1%	45%	93%	7%		34%	90%	10%	

Key: + Objective met
± Objective partially met
- Objective not met
Method of evaluation:
Informal testing or observation

**Classification:
L.D. - Learning Disabled
S.I. - Speech Impaired
C. - Crippled
E.D. - Emotionally Disturbed

FIGURE IV

SUMMARY OF EVALUATION OF OBJECTIVES

	Total Obj.		Sensory-Motor Perceptual		Language, Comm., Cog.		Social Emotional	
	No.	%	No.	%	No.	%	No.	%
	557	100	119	21	249	45	189	34
+	517	93	116	97	231	93	170	90
±	39	7	2	12	18	7	19	10
-	1	.1	1	1				

Key: + Objective met
± Objective partially met
- Objective not met
Method of Evaluation:
Informal testing or observation

All objectives were effectively met in thay 90% and over in each area were achieved.

See Appendix B for Sample of Objectives set in a Child's Personalized Learning Program.

Doll's (PreSchool Attainment Record (PAR) was used to assess developmental level of the children in PIE who are described in Figure III in the Fall (or date of entry) and in the Spring of the school year.

The instrument contains items to measure eight areas of development (Ambulation, Manipulation, Rapport, Communication, Responsibility, Information, Ideation and Creativity.) There are fourteen items within category; one item for each age period. Age periods are divided into half year intervals from birth to 7 years of age.

The PAR was designed as a screening instrument which allows for either verbal report from an adult informant, or the actual "testing" for a behavior. The PIE children were evaluated for the most part by direct observation. When it was not possible to do this the report of the head teacher was relied on.

See Appendix C for graphs of PAR Pre and Post Test Results for each child which indicate that all children made gains in the various developmental areas.

EVALUATION OF DEVELOPMENT & IMPLEMENTATION OF PERSONALIZED LEARNING PROGRAM

The Zeitlin-Nichols model for Personalized Learning, which provides the objectives which are the basis of the educational program should be continued.

The increased experience of the staff in developing and implementing Personalized Learning Programs is evidenced in the increased amount of objectives met (93%) compared to last year (60%).

The Preschool Attainment Record allowed for too subjective interpretation of specific tasks. Next year, it is recommended that the LAP (Learning Accomplishment Profile, Sanford) be used to evaluate entry and end of year developmental level. Advantages of the LAP over PAR are:

1. Statistical norming. The LAP uses data from well normed instruments to assign behaviors to developmental levels.

2. Categorization of behavior matches more closely the organization of the PIE curriculum (Gross Motor, Fine Motor, Social, Self-Help, Cognitive, Language) than does the categorization system used in the PAR.

3. The LAP behaviors are listed in a developmental hierarchy; listed are prerequisite behaviors for a more advanced behavior as well as suggested teaching strategies.

4. The LAP was used this year by the Head Teacher as an aid in assessing and teaching desired behaviors.

OBJECTIVE 4:

Involvement of Parents of Handicapped Children in Their Child's Personalized Learning Program.

An extensive Parent Involvement Program was developed by means of the following forms of communication:

1. PIE Pieces (bi-monthly Newsletter - See Appendix D)

2. Telephone calls.

3. Daily informal conversations with parents

4. Individual conferences with parents
5. Parents' attendance at professional conferences, workshops.
6. Classroom observations
7. Morning meetings (coffee, tea and talk)
8. Evening Parent-Staff Meetings
9. Written suggestions for home follow-through (A SLICE OF PIE, Suggestions for Home Happenings, PIE Selected Fingerplays and Songs, Suggested Gift Selections, Snack Suggestions)
10. Informal notes
11. Lending Library

EVALUATION OF PARENT INVOLVEMENT

This facet of the PIE Program was assessed by parents through use of a questionnaire (see Appendix E for questionnaire format and summary of the results).

It is recommended that the entire program be continued as implemented last year. The entire staff evaluated it as very effective.

OBJECTIVE 5:
IMPLEMENTATION OF COMMUNITY OUTREACH TO FACILITATE MAINSTREAMING OF THE CHILDREN

The PIE Program is a first step on the education ladder. To continue their progress, children's needs must be recognized and responded to in subsequent educational experiences. To this end, outreach was implemented in the following ways:

Advisory Group - The advisory council of 12 members formed last year discussed overall purpose and direction of the project.

Media Development

1. A twenty minute narrated slide presentation was developed to communicate the purposes and activities of the PIE Project.
2. A photo album of the program's highlights was kept.

Press Releases - Articles regarding the program appeared in several local newspapers.

Volunteers - Fifteen volunteers mostly community members (including senior citizens, university and high school students, people with professional training) worked with the children on a regular basis during the school year.

Visits to the program (totalling over 150) were made by representatives of the following groups:

1. State Dept. of Ed. Personnel
2. Consultant of Special Education, Nova Scotia, Canada
3. Director, Diagnostic Nursery, Westchester County Medical Center
4. Teacher's College, Columbia University
5. State Univ. of N. Y., New Paltz
6. Psychiatrists - Bergen Pines Hospital
7. East Orange Pupil Services Representatives
8. Child Study Team, Village School, Rockleigh
9. Early Childhood Public School Teachers
10. Special education teachers
11. Local administrators
12. Local Child Study Teams
13. Nursery School Teachers
14. High school and University students
15. Parents
16. Northeast Bergen Special PTA
17. Explorer Scouts
18. Writers

Meetings with each child's home district Child Study Team Chairperson were held twice during the year initially to develop a Personalized Learning Program and subsequently to discuss child's next year progress and possible placement for next year. Proposed placement for the ten children leaving the program are as follows:

3 children - Regular kindergarten
4 children - Region's Multiply Handicapped Class
3 children - Board of Special Services Programs

EVALUATION OF COMMUNITY OUTREACH

All aspects of Community Outreach were found to be effective and should continue next year.

Recommendation for 1976/77 would be to develop follow-up procedures to assess the progress of the 14 children who have "graduated" from the program.

CONCLUSION

All of the objectives of the program have been met. The staff was able to implement the philosophy that handicapped preschool children are much like their typical counterparts and that a nursery school program as developed in the PIE Project is an effective learning environment for these children.

It is recommended that the program continue in essentially the same format for next year with the recommendations indicated above.

A P P E N D I C E S

APPENDIX A

THE VALLEY STAR

THURSDAY, April 1, 1976

Feminine Focus

by Norma

Last Friday I met someone who if she is not the MOST beautiful girl in the world, certainly qualifies as one of them!

Her name is Jennifer Wey. She lives in Northvale and she had no qualms about telling me her age.

"I'm five years old," she said proudly, her hazel eyes bright with life.

Sitting across from her and her mother, Mrs. Bernard Wey, and Miss "Bobbie" (Steinman), head teacher in the P.I.E. (Preschool Instruction for the Exceptional) Program in which she is enrolled, it is almost inconceivable that this darling youngster has already undergone ten major surgeries, is required to take three medications a day to live, and will never be able to walk.

Jennifer suffers from Spina-bifida, a neurological impairment with which she was born. In layman's term, the nerve center in her spine is cleft or separated, and as a result she is paralyzed in the lower extremities. She also is troubled with Hydrocephalous (an accumulation of serous fluid within the cranium), and a shunt has been inserted to allow the necessary drainage. Surgery at regular intervals attends to this.

With the aid of a parapodium she is able to stand at the table, her arms and hands free to work with puzzles, draw, drink her juice, eat her snack.

Fingering the paper napkin in front of her, Jennifer pointed to the colorful Walt Disney characters in one of its corners.

"Who's your favorite?" we asked.

She went first to Pluto, then changing her mind she moved on to Donald Duck. "My daddy talks like him sometimes," she said, again with that winsome smile.

This is the second year in which Jennifer has been enrolled in the P.I.E. Program. Three days a week she attends the classes held at St. Anthony's School which are funded by the U.S. Office of Education, Bureau of Education for the Handicapped, through the New Jersey Dept. of Education and administered through the Northern Valley Regional High School District. (See related article)

Two other days, Jennifer moves to a pilot project at the Cerebral Palsy Center in Ridgewood where she receives physical and occupational therapy. She does not however have this form of paralysis.

What has Jennifer gained from the program? In the words of her mother, "She, like all the children, are learning while having fun."

Jennifer Wey, center, her mother, Mrs. Bernhard Wey, left, and her teacher, Mrs. Bobbie Steinman, offer an orange juice toast to the P.I.E. Program in which she is enrolled.

Last year her "social functioning" was described as approximately the two year level. Last week, observing her, hearing her sing, watching her smile, and listening while she remembered an incident which had occurred during her playtime earlier, would lead one to believe she is now within the expectations of her age group in this area: "Jimmy (one of her school mates) said I looked 'gorgeous!' He gave me a hug and kiss and said 'I love you!'"

His adulation followed her putting on "perfume" and "powder," acts which she promptly repeated.

Self image is important to everyone, but particularly to youngsters who are identifiable as "exceptional." In the acronym P.I.E., Bobbie Steinman would prefer to describe them as those having "special needs."

The three year program which she has headed since its inception in September 1974, is designed to stimulate handicapped pre-school children and to help make them aware of themselves, the world around them, and the people.

"A child, is a child, is a child," she will tell you. "They don't have to be pigeon-holed. There is inter-action in the program. They are the best teachers."

Mrs. Wey offered these remarks: "I am very pleased with P.I.E. I think it has helped Jennifer quite a bit. Her speech was lacking but there has been a great deal of accomplishment since she began. With the help of her parapodium, she has been able to participate much more.

"I like the 'integration' in the program, that is, all the children have one or another type of problem. Jennifer has her very own friends here."

Mrs. Wey estimated that her daughter's hospital and surgical costs at birth ran between $10,000 and $15,000, and continue annually at about $5,000. Her parapodium was $650, but the Crippled Children's Fund of New Jersey has paid for most of it. Medicaid has been a substantial contributor toward fraying the other costs, but with the proposed cuts and minimal reinstatement of funds, this is an area yet unresolved. The advertising agency for which her husband works offers a comprehensive insurance plan and helps greatly in coping with the bills, but costs like special shoes at $25 have to be borne by the family. "The clinic is free and the school is free."

The Wey's have one other daughter, Kim, who is six. She is a normally healthy child.

Mrs. Wey said that people sometimes say to her, "You must be so depressed."

She responds by saying, "On the contrary. Children have tremendous strength. We walk out of here (P.I.E.) very 'high.' There is always someone worse off.

"I have two exceptional children. I am lucky to have both of them."

Her hazel eyes, so like Jennifer's, brimmed bright with life, too. And love. And understanding.

HE VALLEY STAR THURSDAY, April 1, 1976

P.I.E. -- more than a slice of life

Jimmy checks the color of his tongue [or is it the length?] before he begins his policeman's trek.

by Norma Chimento

NORTHVALE — On the ackboard in one of the two assrooms allocated to it in St. nthony's School, just at a re-schooler's eye level, and aming a mirror, is the follow- g printed saying: "There's body exactly like you!"

Those five words reflect the hilosophy behind the P.I.E. rogram—Preschool Instruction r the Exceptional as inter- reted by its head teacher, Mrs. oberta "Bobbie" Steinman ho has been in charge of it nce it began in September 974.

The project which is funded by the U.S. Office of Education, Bureau of Education for the Handicapped, through the New Jersey Dept. of Education , is administered through the Northern Valley Regional High School District in Closter.

A nursery school program for handicapped children from three to five years of age, its primary purpose is to create an environment which facilitates their development.

The major thrust of the project now nearing the end of its second year is to identify and diagnose children with special needs.

It serves children with moderate to severe learning dizabilities who reside in the Northern Valley area—Alpine, Closter, Cresskill, Demarest, Harrington Park, Haworth, Northvale, Norwood and Old Tappan.

At the present time there are 12 enrolled in it, three girls and nine boys. Five of them are in their second year. All but two will move on to other schooling after June. This will leave ten openings for the semester beginning in September.

The P.I.E. project is based on a five phase model. In addition to identification and diagnosis as previously mentioned, it also provides for development of a multi-disciplinary tean and the creation of a learning environment for the children. A full time teaching staff, in a pupil-teacher ratio of three to one, is supported by consultants, therapists, physicians, high school and college students, and community volunteers including two surrogate grandmothers, Marie Connelly and Helen Bayen of Norwood, who responded to a call from R.S.V.P. (Retired Senior Volunteer Program.)

Personalized learning programs for prescriptive teaching are also an integral part of the project as is the involvement of the children's parents who are asked to confer with staff members, observe in the classroom and attend evening meetings.

Community outreach to facilitate the mainstreaming of children is the fifth phase with which it is concerned.

Five days a week, from 9 a.m. until noon, the program seeks to increase the children's self-awareness and enhance their self esteem, and to aid in their social and emotional development. They are taught how to improve language, communication and other learning skills.

One of the rooms which serves as a main classroom is divided into various learning centers where the children explore art, blocks, music, language. The second room serves as a gymnasium and playroom and allows for a resting and individual work area.

Children participate in outings to the county park and zoo, local places of interest, restaurants, and every other week go swimming at the Forum School in Ridgewood. Students from the Child Development class at Northern Valley Regional High School in Demarest assist with this phase.

Jennifer discovers that putting perfume behind her ear can be a thoroughly happy experience.

Mrs. Steinman would urge any parent who feels his or her child might need or require some special training to contact Leonard Margolis, Coordinator Region 3 Special Education, or Dr. Edward A. Ciccoricco, Director of Curriculum and Instruction at 768-3541.

Free diagnostic service is offered through the program. It consists of a psychological and learning assessment of the child, a speech and language evaluation, both of which follow an initial interview with a social worker. There is no charge for this or for the P.I.E. tuition.

Mrs. Steinam, herself the mother of two sons, 11 and 14, brings a natural insight and keen understanding to her involvement with the children.

She would change t "exceptional" in the P.I. acronym to read "spec needs."

"All children are exc tional," she says, and ad thoughtfully, "They are mo alike than different."

P.I.E. seeks to encourage a develop the likeness.

"We have seen tremendo growth in the past months she admits. "With the childre with the parents. It has be fantastic. My life has be tremendously enriched by it."

We heard one of her litt students, five year old Jennif Wey, echo the sentiment of th others. "I love you Mi 'Bobbie!'" she said with, tru child-like candor.

"I love you, too, Jennifer came her warm reply.

APPENDIX A

THE RECORD, WEDNESDAY
July 2, 1975
Bergen County, N. J.

Regional preschool class funded

A regional preschool program for children with learning disabilities will continue for a second year with the aid of a $39,955 federal grant.

Dr. Edward Ciccoricco, project director and director of curriculum and instruction for Northern Valley schools, said Monday the nine-town project will continue at St. Anthony's School in Northvale.

The first year of the program saw significant social, mental, and emotional growth by the children, Dr. Ciccoricco said. He noted that one of the 10 children will enter a regular knidergarten in September. Many of the children will return for a second year of preschool training.

Preschool Instruction for the Exceptional project (PIE) provided for up to 12 children with learning handicaps, communication disorders, and neurological impairments. A $36,000 federal grant aided the first year's program.

Diagnostic services are offered at no cost to parents, whether or not the child is enrolled in the nursery program. Children from Alpine, Closter, Cresskill, Demarest, Harrington Park, Haworth, Northvale, Norwood, and Old Tappan are eligible.

Dr. Ciccoricco said the project is based on research findings that early identification of learning problems and appropriate attention facilitates the child's adjustment to school and social environments.

"Many learning problems just do not simply go away," he said. "Often, the problems are only compounded in later years as a result of lack of action during the early years."

The program operates each morning during the school year. Roberta Steinman is head teacher. More information is available at the curriculum office in Closter.

Appendix A

Noted Educator Says:

Age Three May Be Too Late To Teach Child

BY JOAN KLEIN

NORTHERN VALLEY - If the research conducted by Harvard University's Dr. Burton White is correct, Operation Headstart is far too late, nursery school provides little besides fun, and by the time a child gets to kindergarten, his academic potential has been set.

Does this mean that, for many youngsters the schools are virtually useless? Not at all, says Dr. White. It does mean that educators must start reaching children a lot earlier than they now do. And they have to do it by working closely with the single most important factor in determining intellectual development - the family, Dr. White said at a meeting held in the Northern Valley last week.

Dr. White's exhaustive and long range work has resulted in some new conclusions. He finds that the time when a child's general learning ability develops is between seven months and three years of age. The most decisive period of all, according to Dr. White, is between eight and 18 months. It is during those ten months in particular that he believes most emotional, intellectual and social development is decisively set.

But Dr. White believes that the family, with some outside guidance and help, can learn to make the most of those earliest years and produce smarter, happier human beings. Moreover, it doesn't take a great deal of time or effort - as long as they know what they are doing.

Introduced as "America's foremost expert on early childhood" by Dr. Edward Ciccoricco, Dr. White spoke at a meeting sponsored by the PIE (Preschool Instruction for the Exceptional) Project and the Northern Valley Administrator's Association. He explained to his audience of workers in the field of early childhood development how he got started on his research.

He noted that it had long been observed that upon entering first grade, children who are already intellectually slow tend to fall further and further behind throughout their schooling. Moreover, those youngsters who would be in trouble at age six could invariably be spotted by the time they were three. But attempts at improving the situation between the ages of three and six have proved fruitless, Dr. White reported.

Another factor was one of the less widely publicized findings of the now famous Coleman Report. Although it was Dr. James Coleman's conclusions regarding integration that made the headlines, he also found that family background had more impact on intellectual development than all other factors combined, Dr. White said.

These were some of the findings that led Dr. White to his conclusion that the basis for learning ability takes place earlier than had been thought. In order to test his theory and to discover how to bring out the most in each child, a long term comprehensive study of families in the Boston area was instituted.

"The question we asked was what does it take to make an able six-year-old child who copes with life in most of its facets better than other kids?", Dr. White said.

The aim was to learn how to help any child to make the most of the early years of life.

The North Jersey Suburbanite-Wednesday, December 17, 1975-22

Appendix A

Over a period of two years, Dr. White and his associates made weekly visits to a large sampling of families of all economic levels, social types and ethnic backgrounds.

They were primarily interested in observing two types of children - those whose older brothers and sisters had a consistent history of poor achievement and children whose siblings were highly successful. "We wanted to study great kids too, in order to see what made them tick," he said.

The study teams found that from birth to seven months, love and physical care were the only necessary components. From seven months on, however, the change was dramatic. From that time until the age of three, parents by their actions could bring out or thwart their children's learning and socializing potential. Although results vary, Dr. White believes that no more than one child in ten is doing as well as he might.

As a result of their continuing study, Dr. White and his associates have come up with recommendations in what they have found to be three crucial areas.

Civilizing - Parents of successful children set limits clearly and consistently. "Effective parents are always firm," said Dr. White.

If, for example, a child is misbehaving, he would not be told to stop more than once or twice. If there was no response, the parent would then react, by actively intervening and seeing to it that the unacceptable behavior was stopped. There would be no elaborate explanations, no threats, just a gentle but firm setting of limits.

Designing The Child's World - This is also known as "childproofing" a house. By removing dangerous or breakable objects and closing off certain rooms, an interesting and relatively safe world can be constructed for a crawling or toddling youngster.

"Providing maximum access to a home gives a child a rich learning atmosphere as well as a chance to practice motor skills," Dr.. White explained.

He recommends interesting simple toys: a container holding a few small but not swallowable objects, anything with hinges and what he found to be the number one favorite of all kids, a ball. Also, if it is possible a drawer or kitchen cabinet should be available for exploring and indulging the most outstanding characteristic of young children - their endless curiosity.

The Parent As A Resource - About two or three dozen times a day, there are short interchanges between the parent and the child. They usually last less than a minute. They are crucial experiences.

A child will find something exciting, learn a new skill or need help in overcoming an obstacle. The effective parent will stop and take a few seconds to deal with the situation, providing the help, support or praise that is called for. Sometimes, the parent will be busy and the child will be told to wait - a valuable learning experience in itself.

Through these brief interchanges, Dr. White believes, the attitude of the child to the parent - and by extension to the world at large - becomes one of trust and confidence.

This would seem to support the argument of many working mothers that it isn't the quantity but the quality of the experiences between parents and children that count, Dr. White said. This is true only to a point, he added.

It is true that the episodes described above do not add up to very much time, he said. But they are scattered throughout the course of the day and no two days are alike. They are usually initiated by the child and there is no way that they can be compressed into the hours between five and bedtime.

Dr. White therefore suggests that, if it is at all possible, a working mother take a part time rather than a full time job. "If you're working full time, you're missing something," he said. A good parental substitute can do the job too, but only if there is an understanding of what is called for.

"Kids don't come with a guarantee," says Burton White. "Things usually go OK, but that's not good enough. It is not beyond the capacity of families of all economic levels to do a terrific job in the first 3½ years of life - but they need help."

If he is right and if families can get this help on a large enough scale, the benefits to society would indeed be staggering.

A P P E N D I X B

P. I. E.

YEAR-END EVALUATION

Name:
Birthdate:
Date:
Head Teacher:
Sp. & Lang. Cons.

SENSORY-MOTOR-PERCEPTUAL DEVELOPMENT

1. Integrates body movements
   (a) Balances on one foot 3 seconds
   (b) Somersaults with minimal assistance
   (c) Imitates motor movements of jumping, tip-toeing, running
   (d) Catches large bounced ball using body

2. Moves from large to small muscle usage
   (a) Puts discs on roller stack
   (b) Puts in knobbed cylinders
   (c) Slashes with training scissor
   (d) Fingerpaints
   (e) Traces circle, square, triangle

LANGUAGE, COMMUNICATION, COGNITION

1. Uses appropriate verbalization
   (a) Can repeat three digits
   (b) Uses plurals
   (c) Uses six word sentences

Key:
+ Objective met
± Objective partially met
- Objective not met

(d) Responds "Here I am, I am _____" during class meeting

(e) Appropriate verbalization during the viewing of pictures, slides and filmstrips.

(f) Responds "I am _____" with adult support outside of class meeting

(g) Tells sex "Are you a girl or a boy?"

(h) Expresses body needs (ex. bathroom)

(i) Improved articulation

2. Listens with understanding and takes appropriate action

(a) Performs action to familiar fingerplays and songs at class meeting

(b) Follows one step directions

(c) Performs appropriate motor movements when instructed to do so

(d) Comprehends physical needs (ex. What do you do when you are sleepy? - ans. "Go to bed".)

(e) Upon hearing piano signals for class meeting performs appropriate action.

3. Makes relationships and classifies objects.

(a) Names primary and secondary colors

(b) Rote counts 1, 2, 3.

(c) Matches colored objects

(d) Counts five meaningfully

(e) Sorts according to color

4. Uses words as labels to express ideas

(a) Names body parts

(b) Names and recognizes pictures of common objects

Appendix B

SOCIAL-EMOTIONAL DEVELOPMENT

1. Attends to an activity for a longer period of time
   (a) Looks at task while he is performing same
   (b) With assistance completes task once started.

2. Views self positively
   (a) Takes pride in his accomplishments
   (b) Responds "Here I am, I am ____" at class meeting
   (c) Initiates new activities
   (d) Performs classroom tasks as "Helper of the Day".

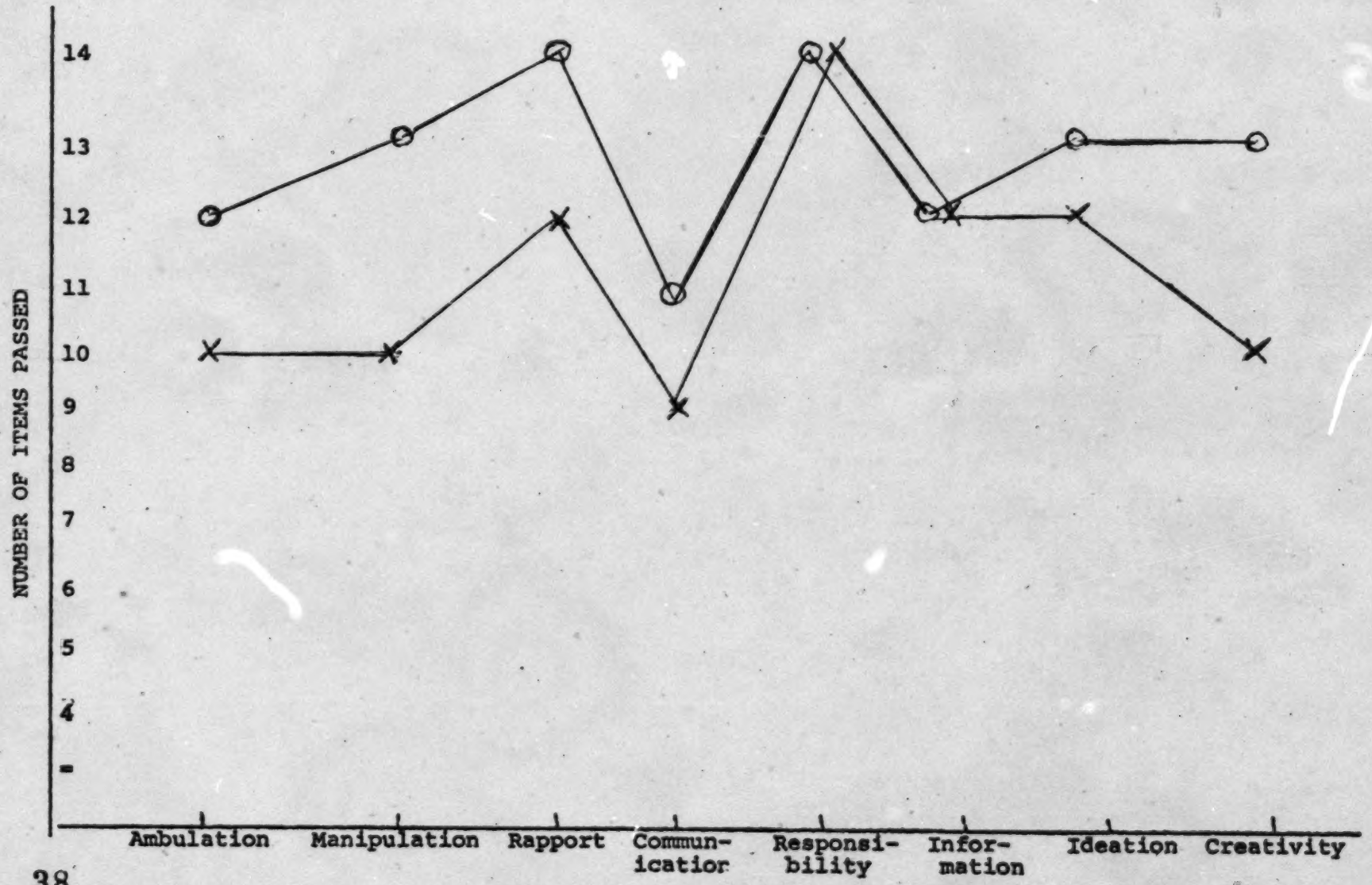
3. Moves from self-centered to group awareness
   (a) Has begun participating in group activities
   (b) Initiates communication with peers
   (c) With assistance returns materials to their place upon termination of tasks
   (d) Takes turns with peers
   (e) Shares materials with peers
   (f) Chooses own friends
   (g) Joins peers in play

APPENDIX C

CHILD I

X 1st Administration
C.A. = 4.9

O 2nd Administration
C.A. = 5.3



APPENDIX C

CHILD II

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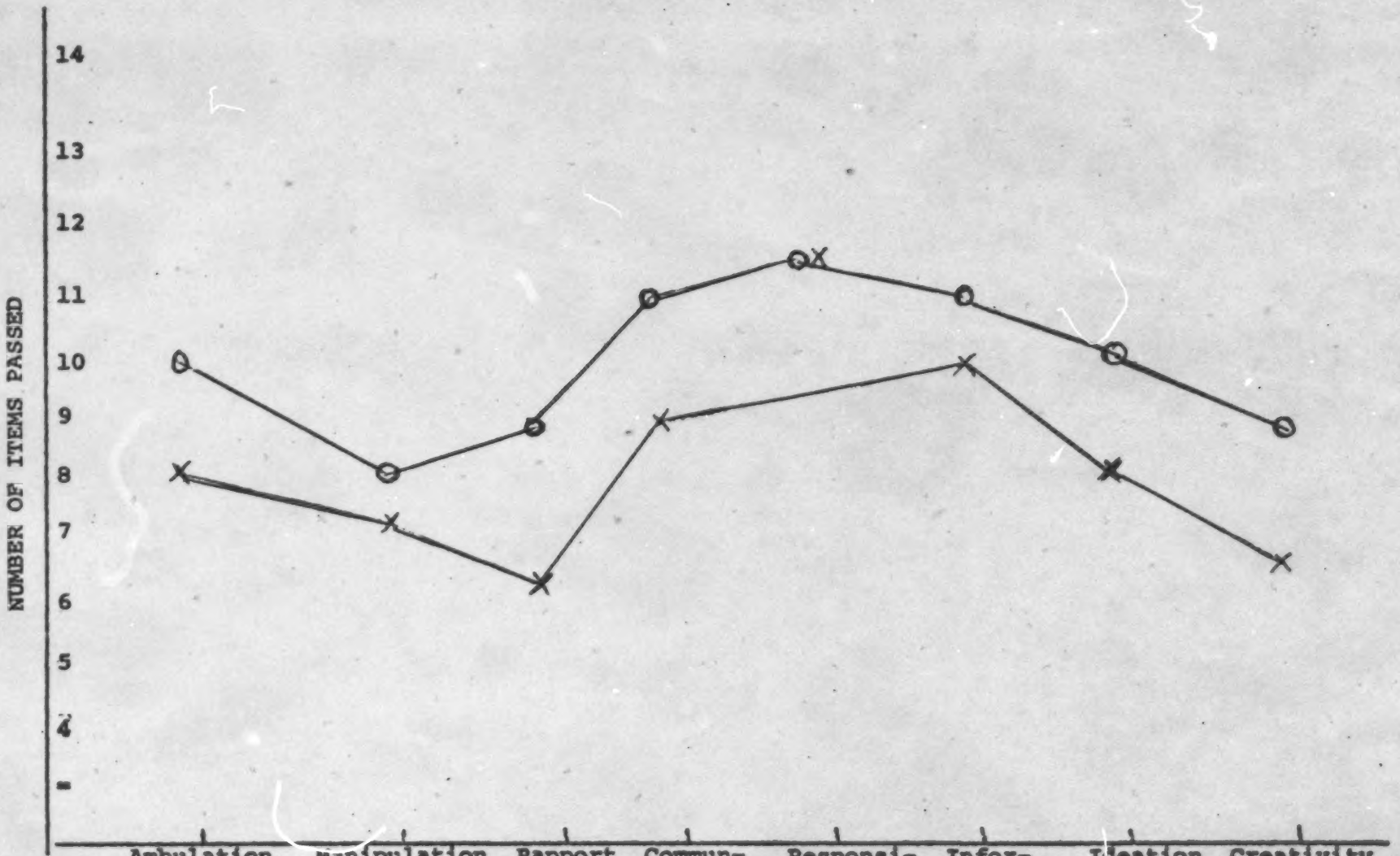
O 2nd Administration
C.A. = 5.5

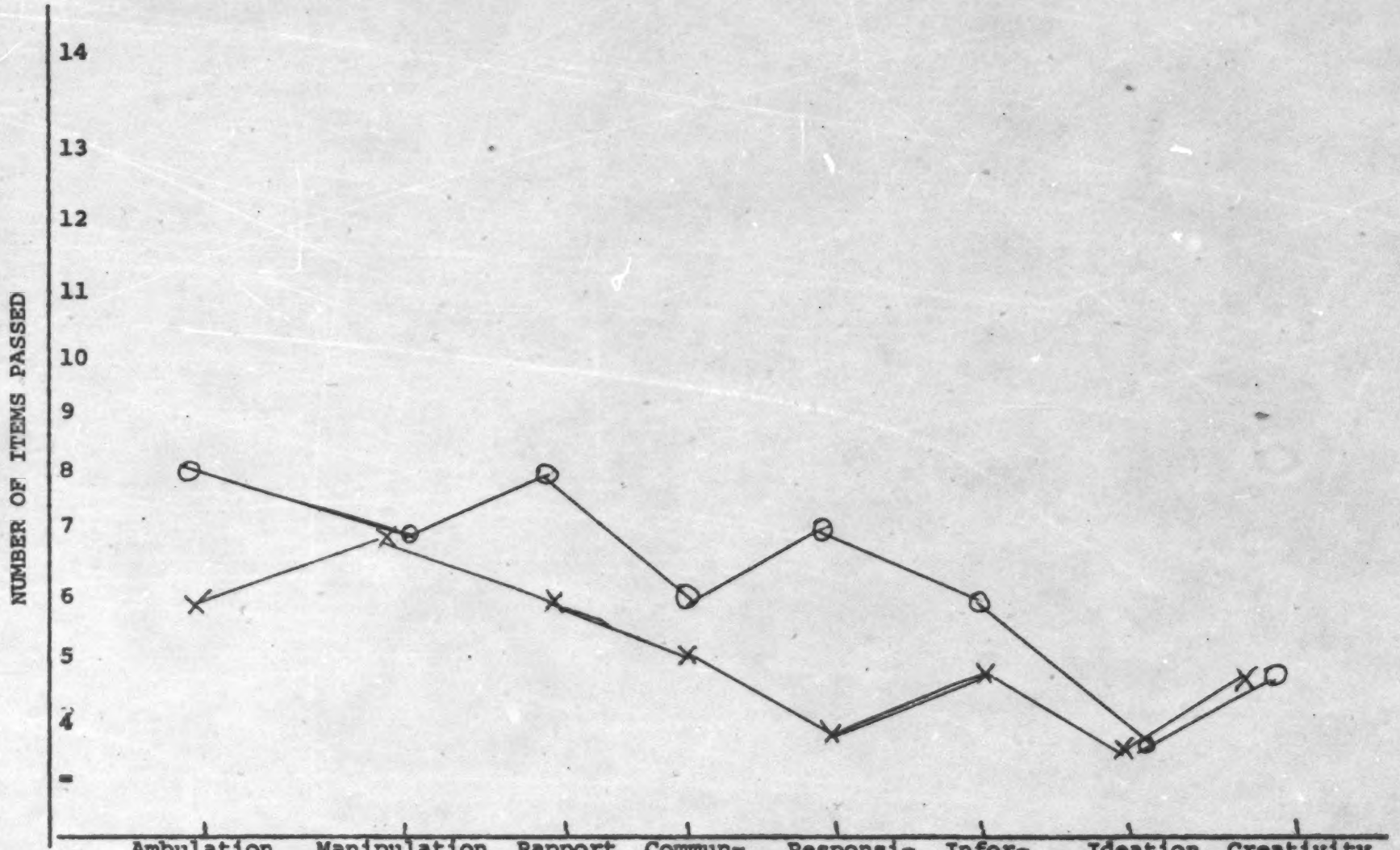


APPENDIX C

CHILD III

X 1st Administration
C.A. = 4.6

O 2nd Administration
C.A. = 5.2

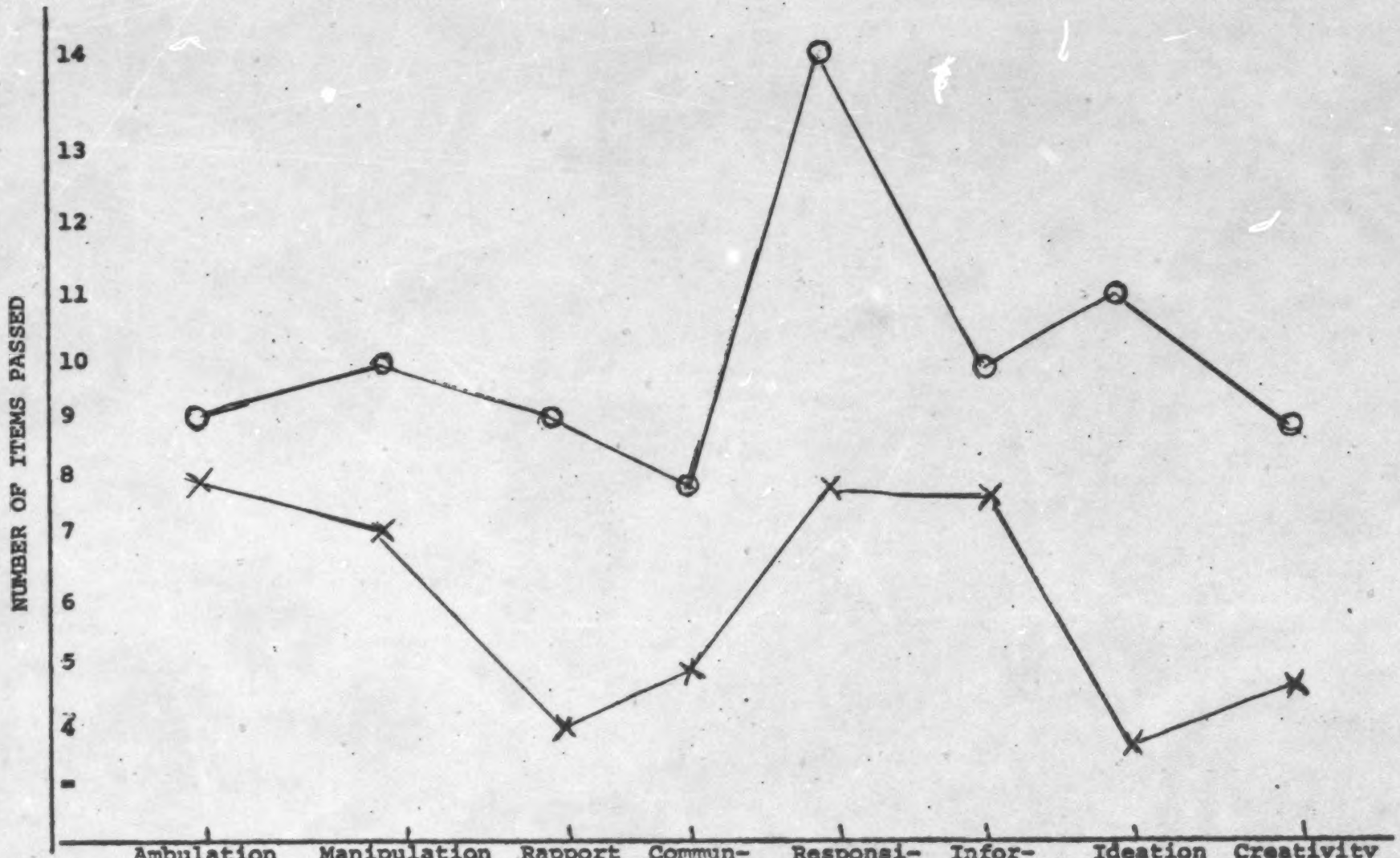


APPENDIX C

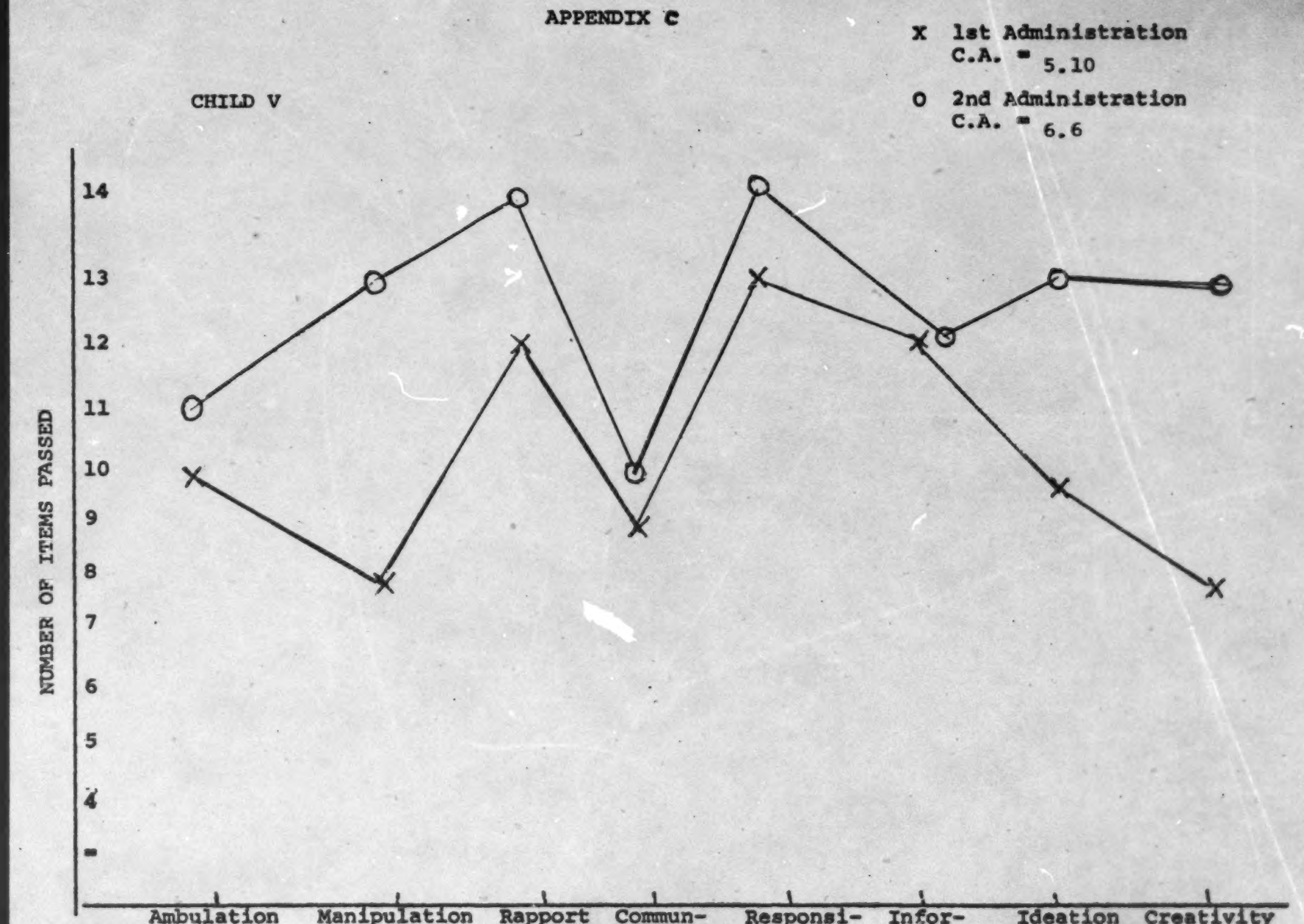
CHILD IV

X 1st Administration
C.A. = 3.1

O 2nd Administration
C.A. = 3.10



APPENDIX C

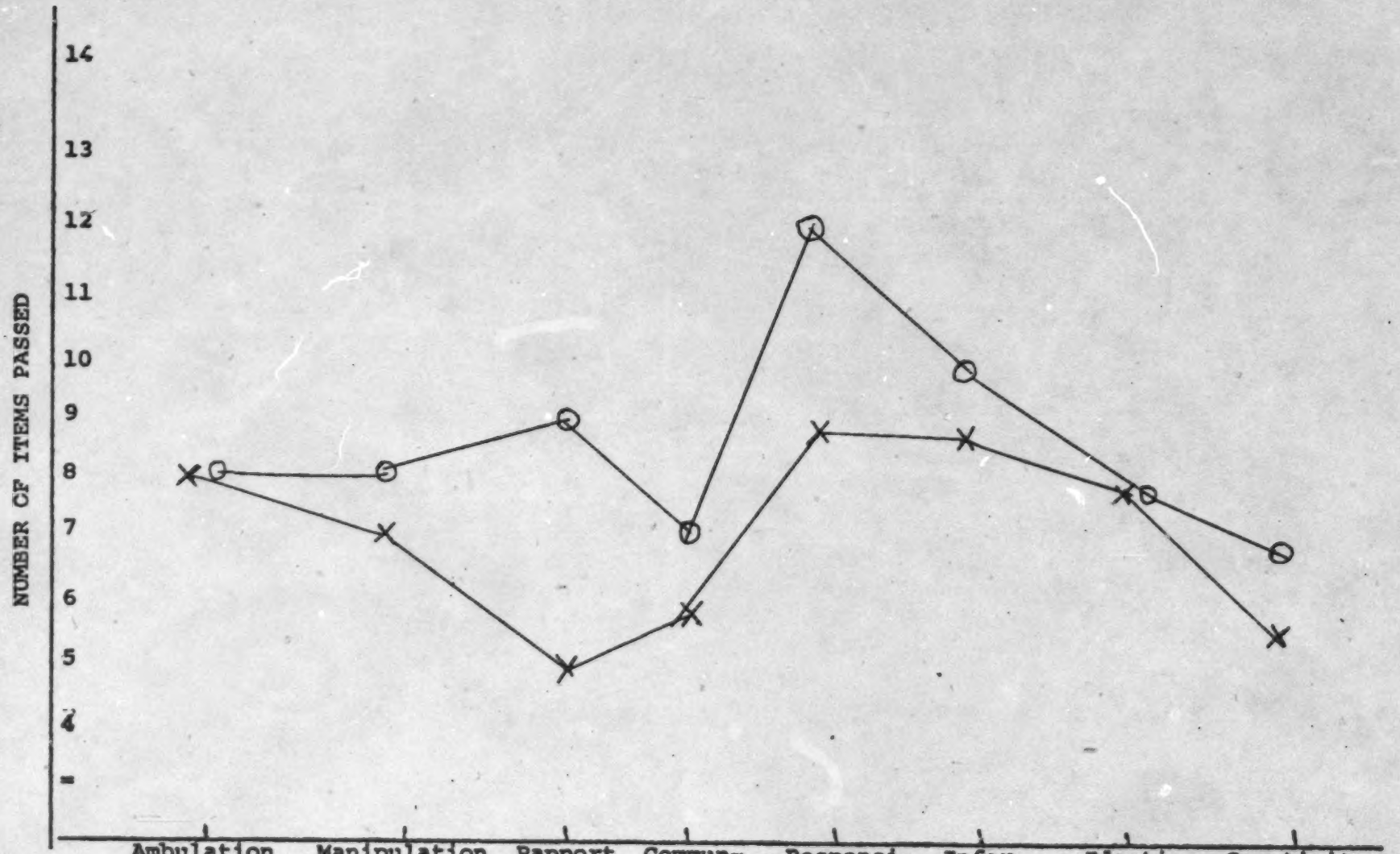

X 1st Administration
C.A. = 5.10
O 2nd Administration
C.A. = 6.6
CHILD V
NUMBER OF ITEMS PASSED
14
13
12
11
10
9
8
7
6
5
4
Ambulation
Manipulation
Rapport
Communication
Responsibility
Information
Ideation
Creativity

APPENDIX C

CHILD VI

X 1st Administration
C.A. = 4.7

O 2nd Administration
C.A. = 5.2

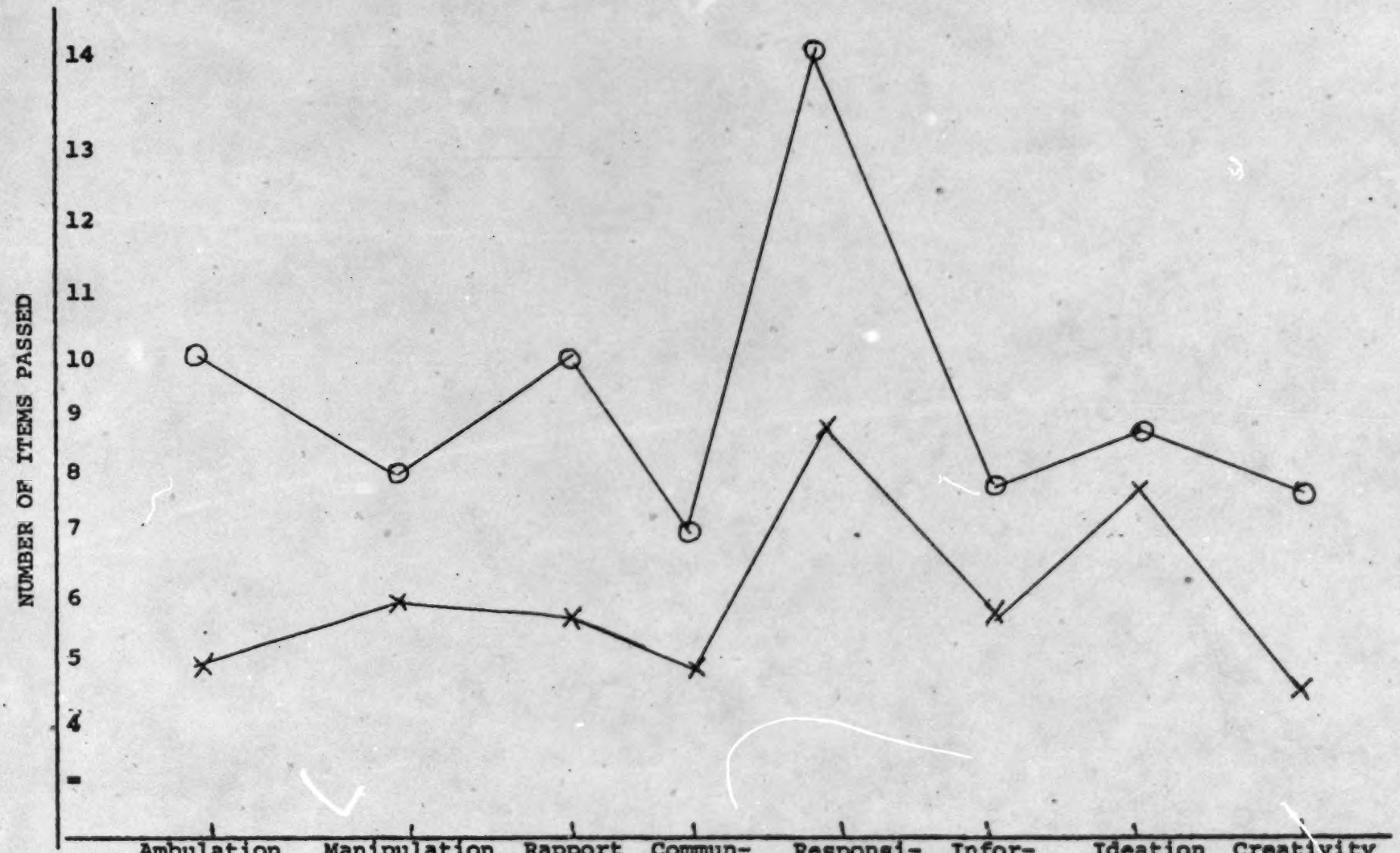


APPENDIX 6

CHILD VII

X 1st Administration
C.A. = 5.11

O 2nd Administration
C.A. = 6.6

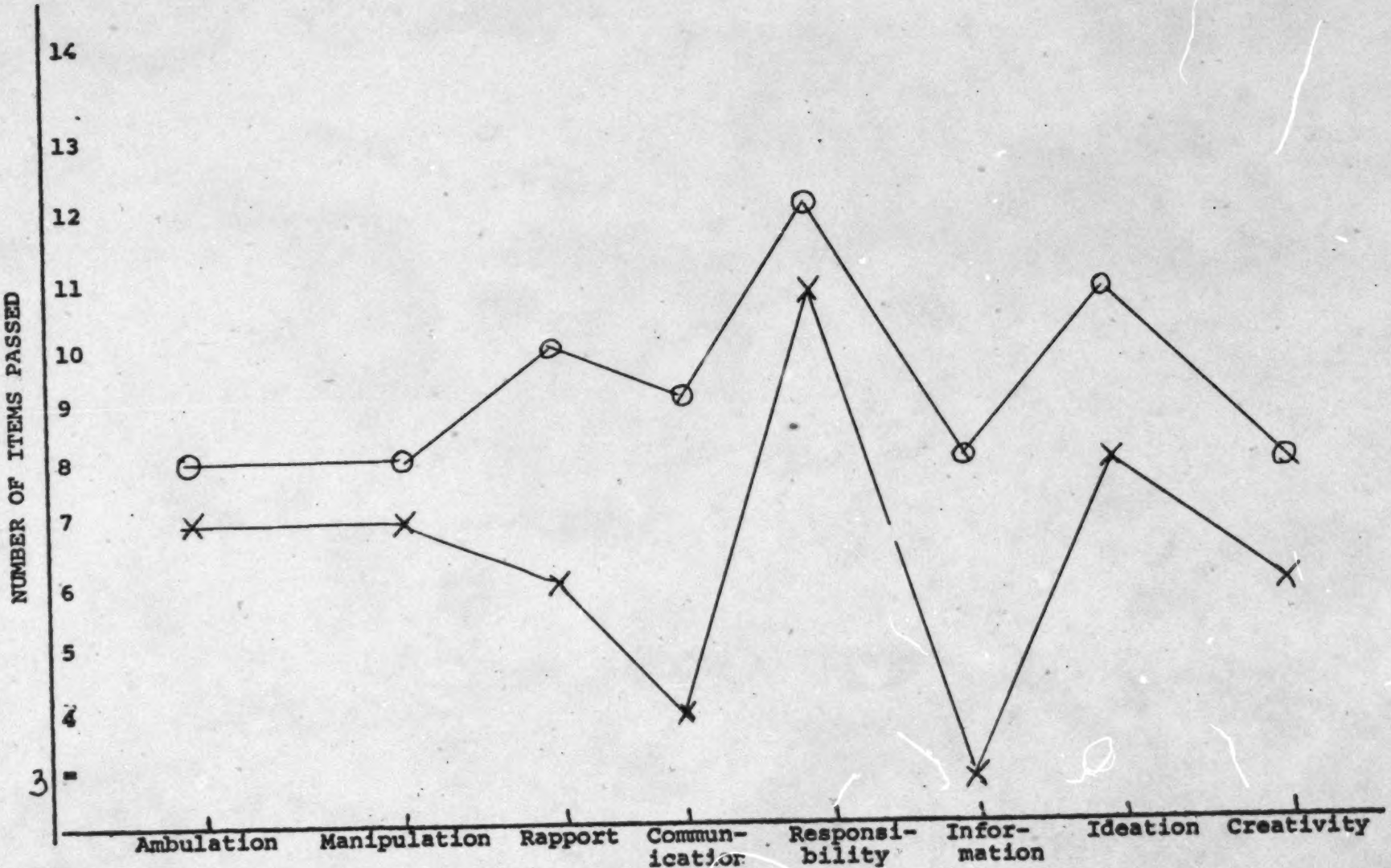


APPENDIX C

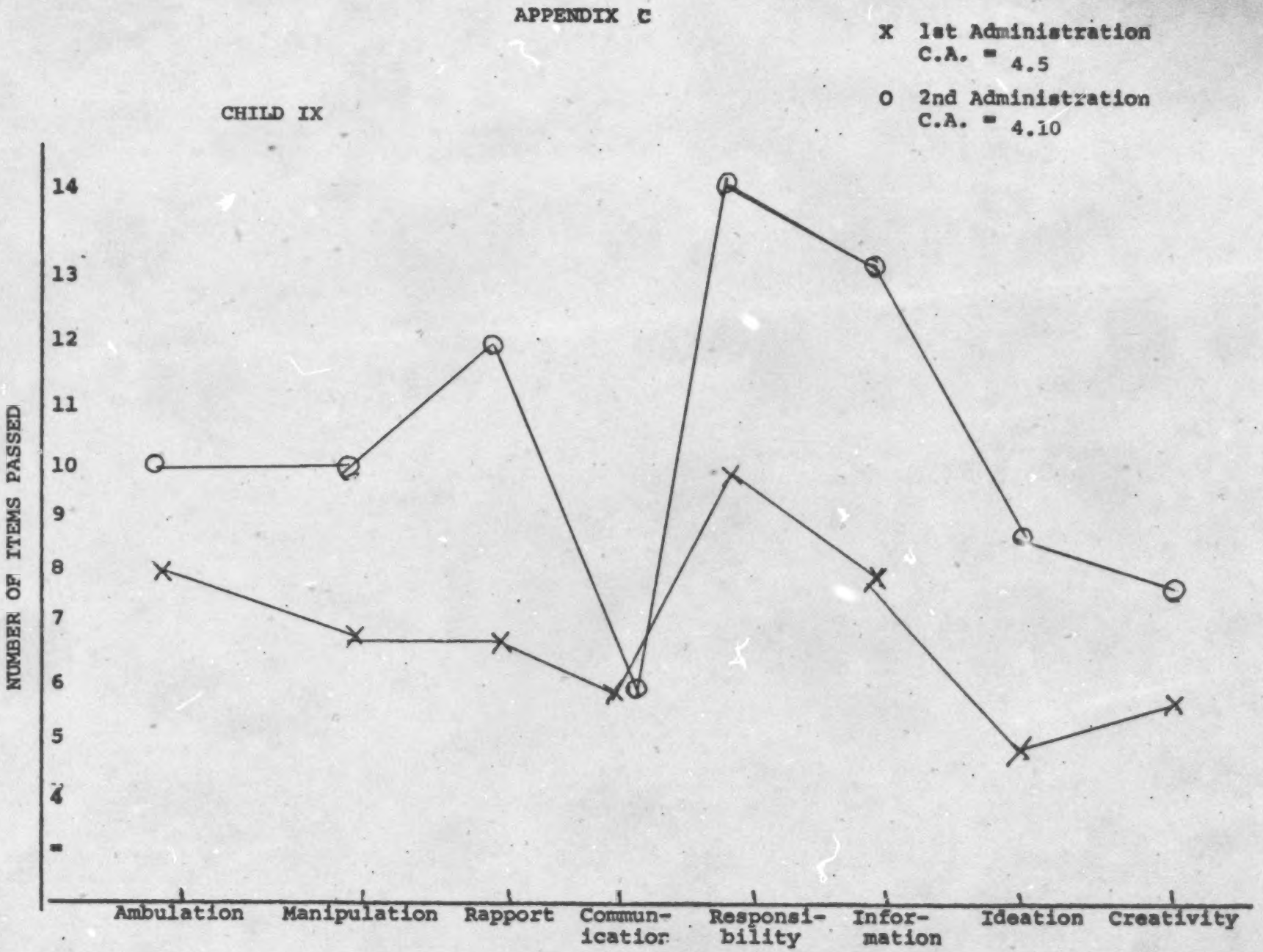
CHILD VIII

X 1st Administration
C.A. = 4.11

O 2nd Administration
C.A. = 5.8



APPENDIX C

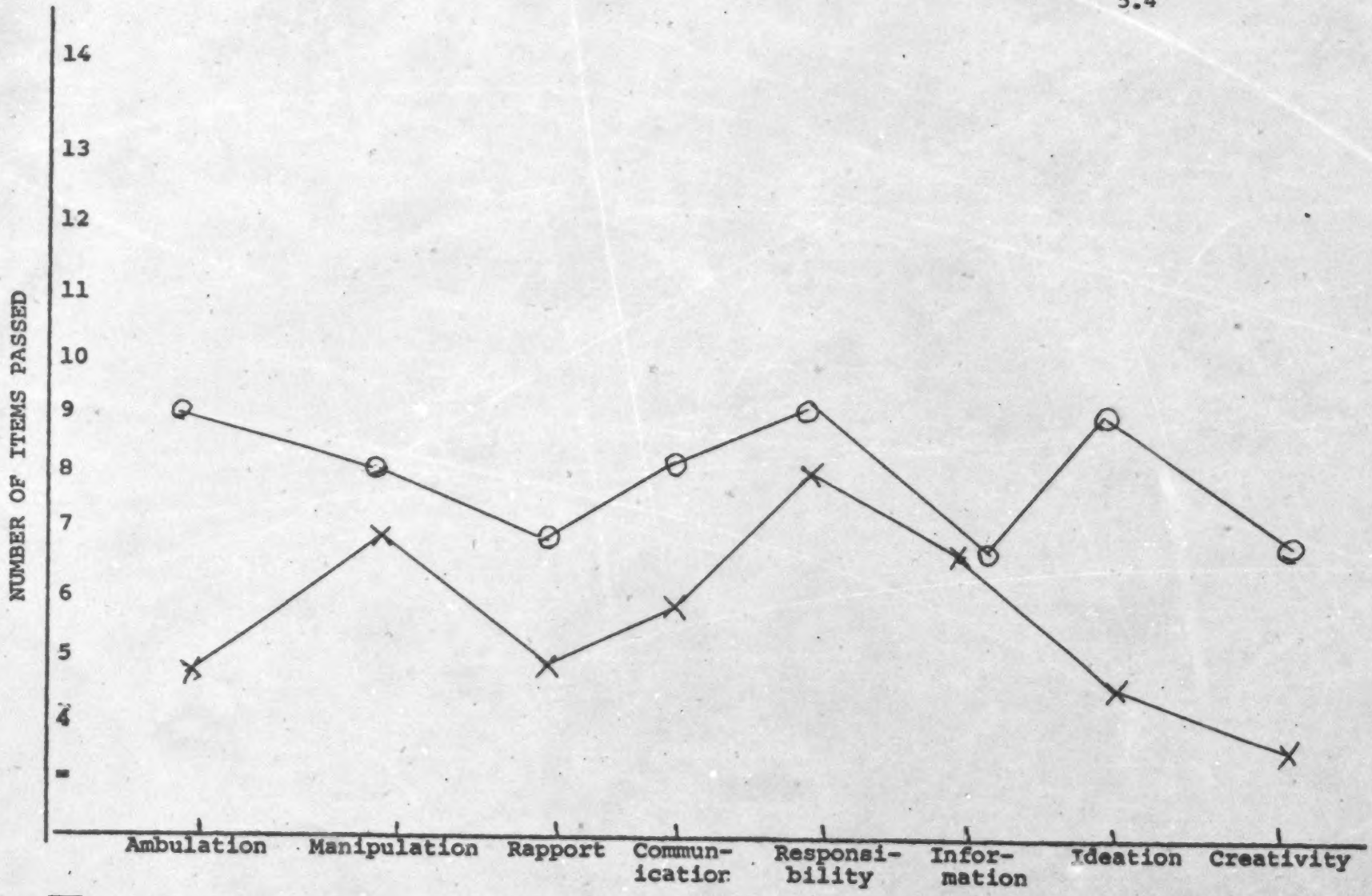

X 1st Administration
C.A. = 4.5
O 2nd Administration
C.A. = 4.10
CHILD IX
NUMBER OF ITEMS PASSED
14
13
12
11
10
9
8
7
6
5
4
-
Ambulation
Manipulation
Rapport
Communication
Responsibility
Information
Ideation
Creativity

APPENDIX C

CHILD X

X 1st Administration C.A. = 4.7

O 2nd Administration C.A. = 5.4

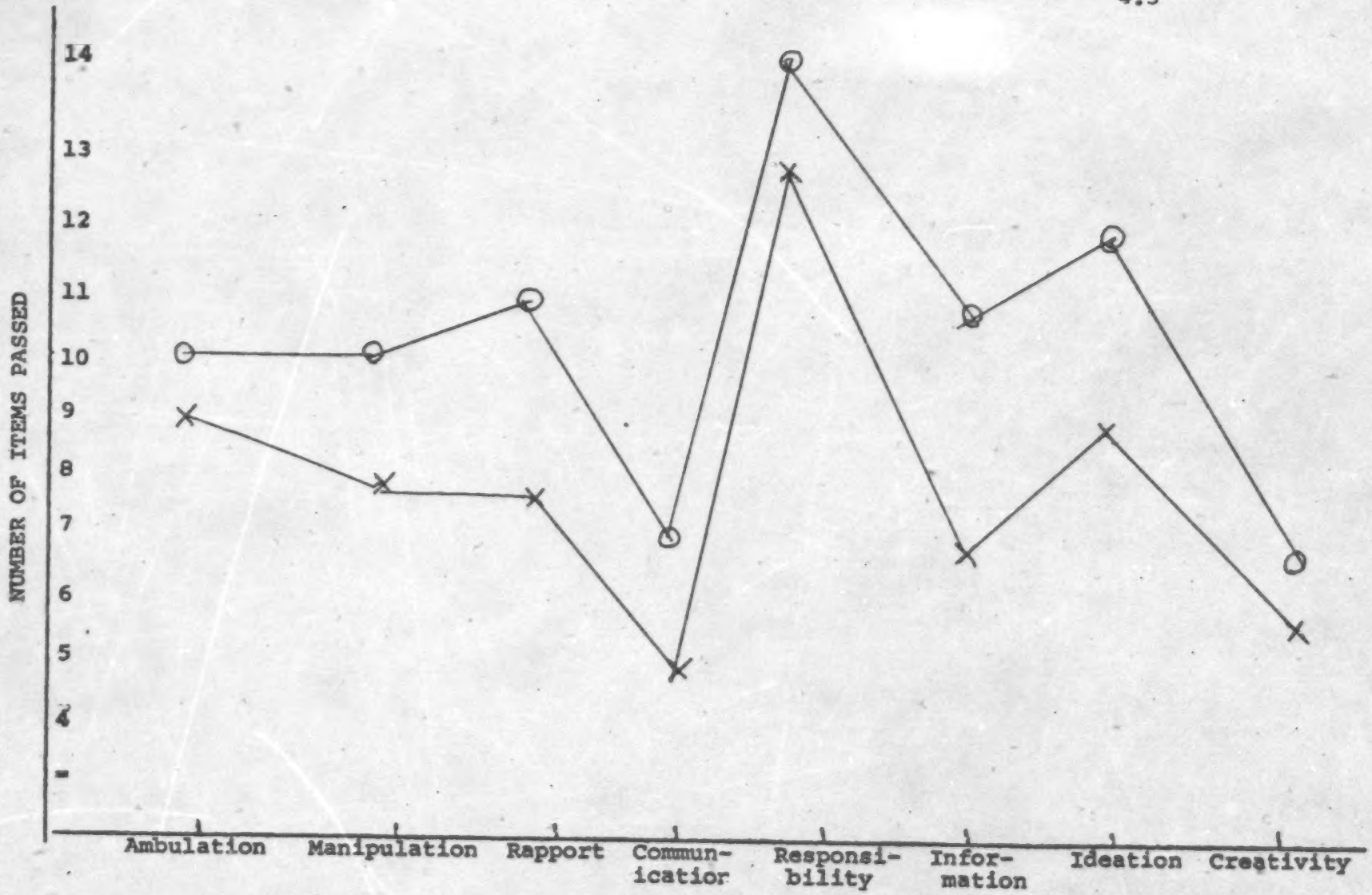


APPENDIX C

CHILD XI

X 1st Administration
C.A. = 3.9

O 2nd Administration
C.A. = 4.3

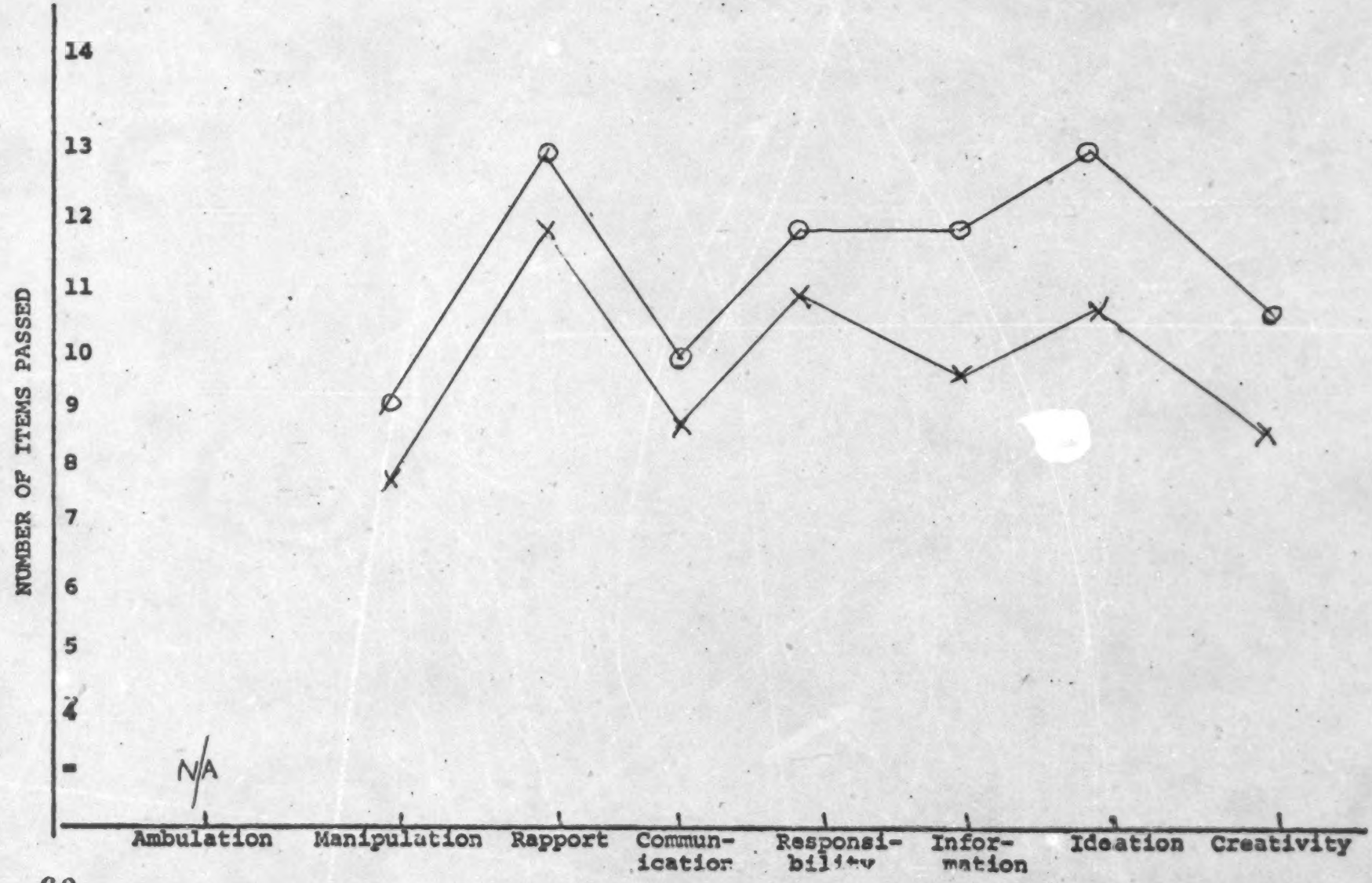


APPENDIX α

CHILD XII

X 1st Administration
C.A. = 4.10

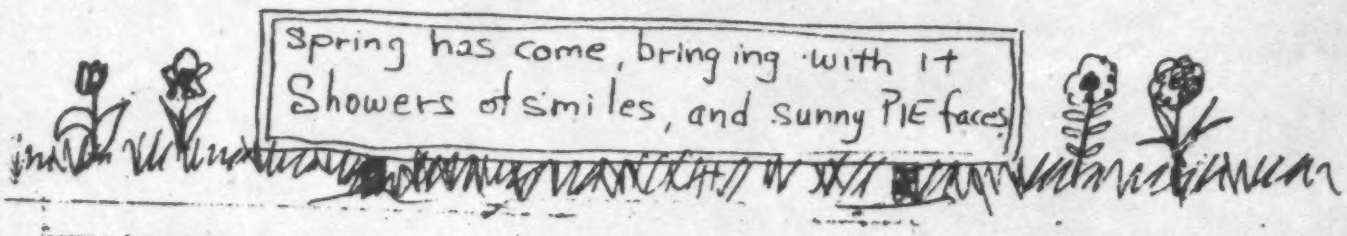
O 2nd Administration
C.A. = 5.6



APPENDIX D

PIE PIECES

Vol. 1 April - May 1976 No. 5



WHAT'S BEEN HAPPENING

February found us exchanging Valentines which proved to be most enjoyable. What could be lovelier than a whispered "I love you" accompanied by a sweet kiss! Children really enjoyed acting out "Five Little Valentines" and "Love Somebody" with Miss Carmel. Making Valentine People was also lots of fun.

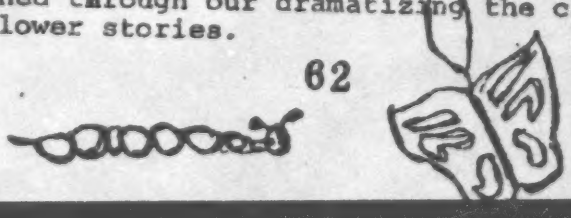
March brought furry pussy willows (cotton balls and branches) and windy days, which allowed us to fly our colorful kites. Dr. Martha Denckla, guest speaker at our March 11 Parent-Staff Meeting was superb.

We also prepared some delicious snacks including Miss Phyllis' homemade pretzels, pizza, pistachio pudding, fruit salad and "Stone Soup" (a real favorite)

WHAT'S AHEAD

April and May will bring Passover, Easter and Springtime fun. We'll be sampling Passover fare such as matzo and honey cake. Easter will find us making bunny rabbits, decorating and coloring eggs and baking bunny cookies. We'll go on an Easter Egg Hunt and dramatize Peter Rabbit.

Some fascinating learning experiences will take place when we make caterpillars and butterflies; plant seeds and watch them grow, and perhaps even build a bird's nest. Concepts of growing and development will be strengthened through our dramatizing the caterpillar-to-butterfly and seed-to-flower stories.



Songs and fingerplays will include "The Easter Bunny," "Peter Cottontail," "Dig a Little Hole," "The Daisy" and "Four Fat Robins." (See PIE Selected Songs and Fingerplays).

HOME ACTIVITIES

You and your child might enjoy:

1) Making Easter baskets using a plastic container, oatmeal box or ice cream container.

2) Decorating and coloring Easter Eggs (soak overnight in boiled down red cabbage with a little vinegar. Also cranberry juice may be boiled with vinegar.

3) Making Fun Dough Easter Eggs (1 cup flour, 1/4 cup salt, 1/2 tablespoon oil, 1/4 cup water, a few drops of food coloring - knead until well blended).

4) Having an Easter Egg Hunt. Hide Easter Eggs and have the children look for them. Give hints such as "getting hot," "take two long steps forward," take three small steps to the right," etc.

5) Making a Bird Feeder from half-gallon milk container. Fill regularly with seeds, suet, bread, etc. Quietly watch birds at feeding time.

6) Take a Spring Walk - listen and look for signs of spring (birds chirping, blossoms on trees and shrubs, flowers blooming, etc.)

7) Making "Stone Soup" - Ingredients: One sterilized stone, 4 cups beef bouillon, 1/2 cup each of cut up potatoes, celery, carrots, and onions, 1 cup alphabet noodles and your own special soup ingredient. Have child help with measuring, peeling and cutting of ingredients. Put in large pot. Cover and simmer 30 minutes. Add alphabet noodles and cook five more minutes. Provide opportunity for lots of touching, tasting and talking as you go along.

8) Planting seeds. Try radishes or beans. Poke a few small holes in the bottom of a small plastic container. Fill with soil and insert seeds. Cover with about 1/4 inch of soil. Place in sun; water when soil feels dry.

9) Playing Touch and Tell - Have children feel different textures and label them (rough, smooth, soft, hard, etc.) Ask questions such as "How does your hair feel? the table?" etc.

10) Sorting Time - With laundry, sort light and dark; with crackers, sort according to size and shape; with silverware, sort spoons and forks.

FROM THE VOICE BOX

There is a bit of spring in the air and everyone is feeling its effects. We are practically singing our words; come and hear us speak.

At 10:15, the following Moms and Dads (is possible) are welcome to join us:

April 1 - Jennifer's Mom
" 8 - Jimmy's Mom
" 22 - Dominic's Mom
" 29 - Timothy's Mom

May 13 - Irene's Mom
" 20 - Jamie's Mom
" 27 - Glen's Mom

If you have any questions, I am at PIE Wednesday and Thursday mornings.

See you soon,

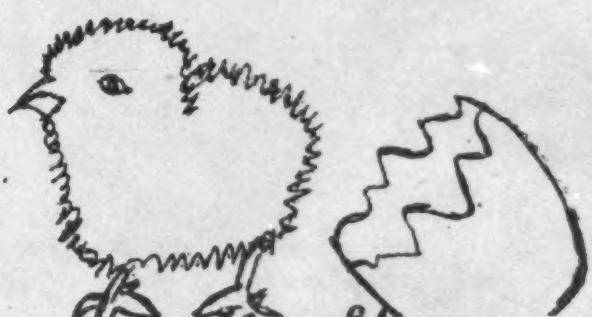
Suzanne

DATES TO REMEMBER

April 7 - Snack, Jimmy
" 12-16 - No Preschool - Spring Recess
" 21 - Snack, Danny
" 27 - Swimming
" 28 - Snack, Dominic
" 29 - Parent-Staff Meeting

May 5 - Snack, Ari
" 5 - PIE Presentation - Norwood PTA
" 11 - Swimming
" 12 - Snack, Irene
" 18 - Trip, Van Saun Park
" 19 - Snack, Jimmy
" 25 - Swimming
" 27 - Snack, Jennifer
" 27 - Parent-Staff Meeting
" 31 - No Preschool - Memorial Day

Have a Happy Passover and Easter!



APPENDIX E

PIE PROJECT

May 27, 1976

EVALUATION QUESTIONNAIRE FOR PARENTS

Note to Parents:
"Since we are a federally funded program, we are required to supply information to the government about the PIE Project. We need to know your positive and negative feelings about the program. Parent involvement is an important part of the program. The information you provide will be used to insure that your child's needs are best served by the program."

Directions:
Please reply to the following by filling in the blanks or circling appropriate responses. Thank you.

My child has been enrolled in the PIE Project since:_____

CHILD DEVELOPMENT

1. My child benefitted from the total program:

none	little	much	very much	
		4	8	= 12

2. My child's overall speech and language has improved:

none	little	much	very much	
		7	6	= 13

a. My child better understands language, able to follow directions; identify objects:

none	little	much	very much	
		8	5	= 13

b. My child uses more words:

none	little	much	very much	
	2	4	6	= 12

c. My child uses more sentences:

none	little	much	very much	
	2	6	5	= 13

d. My child speaks more clearly:

no	somewhat	much	very much	
	3	5	5	= 13

3. My child's overall general coordination has improved:

none	little	much	very much	
	2	8	2	= 12

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a. My child can better coordinate the use of eyes and hands for such activities as doing puzzles, drawing, pouring liquids, zipping, unbuttoning, etc.

none	little	much	very much	
	4	4	4	= 12

4. My child is better able to follow directions:

none	little	much	very much	
	1	9	3	= 13

5. My child is better able to be involved with other children:

none	little	much	very much	
	3	6	4	= 13

6. My child continues with an activity over a longer period of time:

none	little	much	very much	
	3	6	4	= 13

7. My child can handle his/her feelings better (less crying, fewer tantrums):

none	little	much	very much	
1	4	6	2	= 13

8. My child feels more positive about himself/herself (takes pride in his/her accomplishments; has shown growth in self-confidence):

none	little	much	very much	
	3	2	8	= 13

9. In addition to the above, I have observed that my child has made gains in the following:

No responses
3

- Better eye contact
- Initiation of activities
- Interested in helping around house
- More independent
- Interested in world around her
- Expresses her likes, dislikes
- Asserting himself vis-a-vis older sibling
- More independent in dressing, toilet practice, drinking, eating
- Independent activities - choosing toys, watching T.V.
- Desires to communicate and socialize
- More independent
- Can express feelings, desires, likes/dislikes, hurts
- Able to read pre-primer books

Appendix E

- Plays melodies on piano
- Immense growth in self awareness and awareness of extended environment
- Overall development
- Increase of capacity with knowledge, attitude, manner, skill
- Gains all areas - except in toilet training
- Overall growth in handling himself a little better with others, speech routine, more positive attitude.
- Gains in visual abilities, reading has lengthened and noticeable use of words.
- Trying harder to relate to other children even outside of school.
- More aware of her surroundings.
- Behavior and language has improved
- Learned not to do bad things and follow the rules.

PARENT INVOLVEMENT:

1. Parent meetings:

too few	enough	too many
	12	

2. I benefitted from the following school/home forms of communication:

	not at all	moderately	very much	no resp.
a. Newsletter		3	10	
b. Telephone calls	1	3	8	2
c. Daily contact with staff		3	7	4
d. Individual conferences with staff		4	9	
e. Written suggestions for home activities		4	8	2
f. Conferences, Workshops (Burton White, Interact In-Service)		5	6	2
g. Classroom Observations	3	3	7	1
h. Observation of Speech and Language Lessons	1	5	4	2
i. Morning meetings (coffee, tea and talk)	1	4	5	3
j. Evening Meetings		2	9	1

Appendix E

3. Next year I would like to see:

more meetings	less meetings	same amount	no resp.
		11	2

4. In relation to project activities (newsletter, snacks, phone calls, speaking with parents of prospective children), parents ought to be:

less involved	same involvement	more involved	no resp.
	8	3	2

5. Suggestions for future meetings and other forms of parent involvement:

No response
8

1. Meetings early in year seemed to evolve around the peculiar problems of the individual child such as bad eating habits, bed wetting, etc. The meetings later on were much more constructive, informative and helpful.

2. More meetings at beginning of year. Parents seem to have many, many questions to be answered.

3. In my opinion meetings have been satisfactory.

4. Would like to see more classroom observations and also observe language lessons.

5. As Timmy learns to do some things, I would like to be a big part of how he is learning so I can try to be more of a good teacher at home.

6. Parents must learn to be less emotional and more objective. Must adhere to professional directions and suggestions, and should reinforce accepted opinion and instruction in a family environment.

7. Once a year get a "name" speaker as Burton White or Denckla for a discussion with PIE parents. I feel this is almost a must for the program.
Morning talk with other Moms who are having problems and just plain talk things over - it sort of helps like you're not the only one with these problems.

Appendix E

PROGRAM EVALUATION

1. Next year, I wish the following would be included or given greater emphasis in the program:

   No responses
   2

- Daily speech practiced even if for one-half the time based on recommendations of speech therapist.
- More self-help training - dressing, undressing, toilet, etc. - how about starting the day in underwear (students only)
- Lend out toy library
- My child needs have been met in every area at her present level
- More independence with everyday things - mainly using motor coordination (open doors, zipping, buttoning, cutting, drawing) more stress self help.

2. Next year, I wish the following would not be included in the program:

   No responses
   9

- Nothing at this time should be excluded
- Everything has been of some benefit to at least one - if not all of children.

3. I believe the single greatest strength of the program to be:

- Dedicated staff personnel assembled to provide for the children's needs.
- Individual attention for individual needs.
- Concern of all the staff.
- Children enjoy being there, even though there are rules.
- Know themselves (children) and in to adjust in real life and improve intellectual abilities.

- Socialization.
- Teacher attitude and dedication.
- Great staff!
- Ability to provide program structured to each child's individual needs.
- To design a program to meet the need of each individual child; to work on the strength of the child in order to improve the child's weak points.
- The staff and dedication of some.
- Dedication of the teachers and staff and the parent involvement.
- Improving the child's language and his social and emotional level.
- Dedication of the teachers and staff.
- Individual goals.

4. My expectations for my child in this program have been met:

not at all	moderately	well	very well	exceeded
	1	3	8	1